GradeMax



Mark Scheme (Results)

January 2022

Pearson International Advance Subsidiary
IAS Psychology (WPS01)
Paper 1: Social and Cognitive Psychology

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

Question Number	Answer	Mark
1(a)	**AO1 (2 marks)** Credit up to **two** marks for an accurate description. For example: • A two-step screening process took place where the initial volunteers were screened for emotional difficulties or psychological problems (1) and those who passed this had a second, more comprehensive screening using tests such as the Beck Anxiety Inventory (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
1(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each strength/weakness (AO1) Credit **one** mark for justification/exemplification of the strength/ weakness (AO3) For example: Strength • The participants in Burger's (2009) research are representative of people aged 20 and 81 years old with different levels of education from high school to Master's degree (1), so the findings about obedience today could be considered generalisable to other American adults of that age and education (1). Weakness • The task of using a shock generator machine to give electric shocks to 'learners' for incorrect responses in a test is not realistic of everyday life (1) so there is a lack of task validity in the way in levels of obedience were tested, as electrocuting others is not something that individuals would normally do (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
2(a)	**AO1 (1 mark), AO3 (1 mark)** Credit **one** mark for identification of a strength (AO1) Credit **one** mark for justification/exemplification of the strength (AO3) For example: • Social power theory can be applied to society when training military personnel in whistle blowing policies if they believe that their superior is abusing a position of legitimate power (1) potentially reducing atrocities committed by soldiers carrying out the orders of officers in appointed positions of authority without question (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
2(b)	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each weakness (AO1) Credit **one** mark for justification/exemplification of the weakness (AO3) For example: • French and Raven's (1959) claim that obedience is a direct result of the type of power the authority figure is perceived to possess, ignoring individual differences of personality (1). Individuals with an internal locus of control may be more likely to dissent as they take more personal responsibility for their actions regardless of perceived power (1). • Social power theory ignores the circumstances and context in which orders could be given by a perceived authority figure to the individuals (1). Latané (1981) suggested that if there are more targets than sources the orders from an authority are diffused amongst many targets, therefore levels of obedience involve more than just power (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
3(a)	**AO2 (1 mark)** Credit **one** mark for an accurate calculation. • 40.9% **Reject all other answers.**	**(1)**

Question Number	Answer	Mark
3(b)	**AO2 (1 mark)** Credit **one** mark for an accurate fraction in the lowest form. • 1/2 **Look for other reasonable marking points.**	**(1)**

Question Number	Answer	Mark
4	**AO1 (2 marks), AO2 (2 marks)** Credit up to **two** marks for a description of conformity (AO1) Credit up to **two** marks for application to the scenario (AO2) For example: • Compliance is when an individual changes their public behaviours, but they do not change their private beliefs about something (1). Naakesh may be showing compliance as he agrees with the other students about the work not being important, but then he goes to the library to study so he does not fall behind with the work (1). However, Naakesh could be showing identification as he laughs and jokes with the students when they are together yet spends time catching up on his studies when the others are not there (1) and identification is when a person changes their public behaviour and private beliefs while in the presence of a group but it is not a permanent change (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Indicative Content	Mark
5	**AO1 (4 marks), AO2 (4 marks)** . **AO1** • Milgram's (1963) baseline experiment found that 100% of participants obeyed the instructions of the authority figure to administer shocks up to 300volts, with 65% continuing to 450volts. • In variation 10, rundown office block, Milgram found that the situational variable of having lower prestige in the environment that orders are given reduced obedience levels to 47.5%. • In variation 7, telephonic instructions, Milgram found that the number of participants willing to give the maximum 450-volt shock fell from 65% to 22.5%. • In variation 13, ordinary man gives orders, Milgram found that 16/20 participants did not fully follow instructions in the absence of an authority figure, with only four participants reaching 450-volt shock levels. **AO2** • Matthew says he does not want to complete the schoolwork but does so because he is acting without autonomy in obeying the teacher's instructions to complete work. • The school and classroom setting may have a status associated with legitimising instructions to complete schoolwork tasks when asked to do so, which is why Matthew work during school. • Matthew may not be completing his homework as he is away from the teachers when he is at home and this reduced proximity means he is more likely to dissent and not follow their instructions. • He may not follow the advice of his parents as they do not have legitimate authority when it comes to schoolwork as they do not have the status of a teacher when advising him about his learning. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO2 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs application in their answer.		
	0	No rewardable material
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Provides little or no reference to relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Discussion is partially developed, but is imbalanced or superficial occasionally supported through the application of relevant evidence from the context (scientific ideas, processes, techniques and procedures). (AO2)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. Candidates will demonstrate a grasp of competing arguments but discussion may be imbalanced or contain superficial material supported by applying relevant evidence from the context (scientific ideas, processes, techniques and procedures. (AO2)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical balanced discussion, containing logical chains of reasoning. Demonstrates a thorough awareness of competing arguments supported throughout by sustained application of relevant evidence from the context (scientific ideas, processes, techniques or procedures). (AO2)

SECTION B

Question Number	Answer	Mark
6	**AO1 (2 marks), AO3 (2 marks)** Credit **one** mark for identification of each strength/weakness (AO1) Credit **one** mark for justification/exemplification of the strength/ weakness (AO3) For example: Strength • Peterson and Peterson (1959) provide supporting evidence that more than 90% of trigrams were forgotten from STS when rehearsal was prevented by using an interference task (1) adding credibility to the role of rehearsal to transfer information from STS to LTS as suggested in the multi-store model of memory (1). Weakness • The multi-store model it is a reductionist explanation of memory as it oversimplifies human memory to three very basic stores with simple processes and functions (1), therefore it ignores other types of human memory such as procedural memory for muscle movement gained from physical practice (1). **Look for other reasonable marking points.**	**(4)**

Question Number	Answer	Mark
7(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of a difference. For example: • Quantitative data is numerical data but qualitative data is descriptive written data (1) such as answers to open-ended questions that contain more detail than quantitative data that is often statistical results or calculations (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description of a difference. For example: • Primary data is gathered first-hand by the researcher and secondary data is information already published (1) which is then used by a researcher as part of their own investigation instead of conducting research such as experiments to find original data (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
7(c)	**AO2 (2 marks)** Credit **one** mark for an accurate statement. Credit **one** mark for an appropriate example For example: • Ordinal data can be placed in order of value even when the difference between values may not have the same meaning (1) for example when people are placed as 1st, 2nd 3rd in a race even when the time gap between those positions may be different (1). **Look for other reasonable marking points.**	**(2)**

Question Number	Answer	Mark
8(a)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the cognitive practical investigation. For example: • We made sure that those who took part were all over 16 years old as under they BPS guidelines they could consent to their own participation in the test of recall (1) and then informed consent was gained from all the students by giving them a full description of the memory recall task for them to read before they agreed to the experiment (1). **Look for other reasonable marking points.** **Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8(b)	**AO2 (2 marks)** Credit up to **two** marks for an accurate description in relation to the cognitive practical investigation. For example: • We used a Wilcoxon signed ranks test because we used a repeated measures design where the students took part in both conditions of the IV (1) and we wanted to see if there was a significant difference between the results for the interference and no interference conditions (1). **Look for other reasonable marking points.** **Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.** **Generic answers score 0 marks.**	**(2)**

Question Number	Answer	Mark
8(c)	**AO2 (2 marks), AO3 (2 marks)** Credit up to **two** marks for identification of improvement in relation to the cognitive practical investigation. (AO2) Credit up to **two** marks for justification/exemplification of each improvement (AO3) For example: • We could have used an independent measures design with different participants taking part in the interference or no interference conditions (1) which would prevent any demand characteristics from participants guessing the aim of the experiment skewing the results about recall (1). • We could use a stratified sample of participants to ensure we had a more representative sample of ages and genders being tested for STM recall (1) this improves the generalisability of our findings about STM recall to a wider target population (1). **Look for other reasonable marking points.** **Answers must relate to the cognitive practical of a laboratory experiment using a repeated measures design to gather quantitative data.** **Generic answers score 0 marks.**	**(4)**

Question Number	Indicative Content	Mark
9	**AO1 (4 marks), AO3 (4 marks)** **AO1** • A case study can involve in-depth research into the effects of brain damage on a single participant's memory process and functioning. • Case studies can investigate patients where the brain damage that has occurred could not be intentionally caused for the purpose of a study. • Case studies can triangulate a number of research methods, such as observations, PET scanning and experimental methods. • Research using case studies of brain-damaged patients can generate qualitative data that describes the memory functioning in detail. **AO3** • The uniqueness of cases such as Clive Wearing or H.M., means the results may not be generalisable as the damage to their brains may not be useful to represent how memory would be affected in others. • Case studies may be a more ethical way to investigate the effects of things like the removal of H.M.'s hippocampus on memory processes, so are useful to study novel circumstances. • Triangulation improves the consistency of the data gathered within a case study, so can lead to greater reliability in findings about memory providing useful information for the understanding of memory. • The qualitative nature of the data can make it difficult to retest and check for accuracy of the results, therefore any conclusions about memory functions may not useful if accuracy cannot be confirmed. **Look for other reasonable marking points.**	**(8)**

Level	Mark	Descriptor
AO1 (4 marks), AO3 (4 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs assessment/conclusion in their answer.		
	0	No rewardable material.
Level 1	1–2 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) Generic assertions may be presented. Limited attempt to address the question. (AO3)
Level 2	3–4 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a generic or superficial assessment being presented. (AO3)
Level 3	5–6 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning. leading to an assessment being presented which considers a range of factors Candidates will demonstrate understanding of competing arguments/factors but unlikely to grasp their significance. The assessment leads to a judgement but this may be imbalanced. (AO3)
Level 4	7–8 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical assessment, containing logical chains of reasoning throughout. Demonstrates an awareness of the significance of competing arguments/factors leading to a balanced judgement being presented. (AO3)

Question Number	Indicative Content	Mark
10	**AO1 (6 marks), AO3 (6 marks)** **AO1** • Memory is not like a video recorder as memories are reconstructions of events and usually contain errors. • Reconstructive errors of people's recent experiences can be influenced by past experiences of an event/object/person that was similar. • Schemas are packets of knowledge about a person/object that could be personally experienced or acquired from other sources. • Memories may be subject to confabulation where information is removed or changed to fit with an existing schema. • People hold stereotypes that can also affect the accuracy of a memory as they fill in blanks with preconceived ideas they have. • The process of assimilation is when people adapt and change an existing schema with new information to fit with what they have newly learned. **AO3** • Reconstructive memory simply describes how we encode memory traces at the time of an event so it may only partially explain inaccuracies in memory as there could be other factors involved at the recall stage. • Inaccuracies can be explained through schema, with Brewer and Treyens (1981) finding that an 'office schema' affected the accuracy of participant recall who added objects usually found in an office that were not present. • Godden and Baddeley (1975) found that divers were able to recall better underwater when this was the context in which they had learned the information, so context may explain inaccuracy more than schema. • The War of the Ghosts study (1932) found that participants filled in gaps in recall with their own schema for example, boats became a substitute for canoes, which can explain why recall was inaccurate. • Allport & Postman (1947) found participants inaccurately recalled from an image that a black man was holding a razor despite this being held by the white man in the image, reflecting preconceived ideas at that time. • It is difficult to measure whether the reconstruction of memories takes place at the point of learning or the point of recall, therefore concepts such as assimilation may not be plausible explanations of how memory adapts. **Look for other reasonable marking points.**	**(12)**

Level	Mark	Descriptor
AO1 (6 marks), AO3 (6 marks) Candidates must demonstrate an equal emphasis between knowledge and understanding vs evaluation/conclusion in their answer.		
	0	No rewardable material.
Level 1	1-3 Marks	Demonstrates isolated elements of knowledge and understanding. (AO1) A conclusion may be presented, but will be generic and the supporting evidence will be limited. Limited attempt to address the question. (AO3)
Level 2	4-6 Marks	Demonstrates mostly accurate knowledge and understanding. (AO1) Candidates will produce statements with some development in the form of mostly accurate and relevant factual material, leading to a superficial conclusion being made. (AO3)
Level 3	7-9 Marks	Demonstrates accurate knowledge and understanding. (AO1) Arguments developed using mostly coherent chains of reasoning leading to a conclusion being presented. Candidates will demonstrate a grasp of competing arguments but evaluation may be imbalanced. (AO3)
Level 4	10-12 Marks	Demonstrates accurate and thorough knowledge and understanding. (AO1) Displays a well-developed and logical evaluation, containing logical chains of reasoning throughout. Demonstrates an awareness of competing arguments, presenting a balanced conclusion. (AO3)